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ABSTRACT

This booklet is a composite of the major presentations and activities that were included in three workshops for counselors in Oregon schools, community colleges, and social service agencies that dealt with occupational and educational trends for the 1990s. Provided first is a summary of a series of small group discussions that focused on projected occupational trends for the next 15 years, changes in the American work force that have occurred since the end of World War II, the occupational and educational information most frequently sought by students and clients, and the occupational information most often used by counselors. The texts of the following six conference papers are presented: "Opening the Doors: Career Myths," by Tom Fauria; "Opening the Doors: Occupational Trends," by Tom Lynch; "Opening the Doors: Occupational Trends," by Ed Bissell; "Educational Trends," by Verne Duncan; "Opening the Doors: Educational Trends," by Dick Pizzo; and "Educational Trends: Visions for the '90s" by Dr. Ethel Simon-McWilliams. Also included in the booklet are a two-page bibliography of labor market information resources; answers to the pre- and posttests that were used to measure the competency gains of workshop participants, a summary of the participants' competency gains, and a list of participants at the three workshops. (MN)

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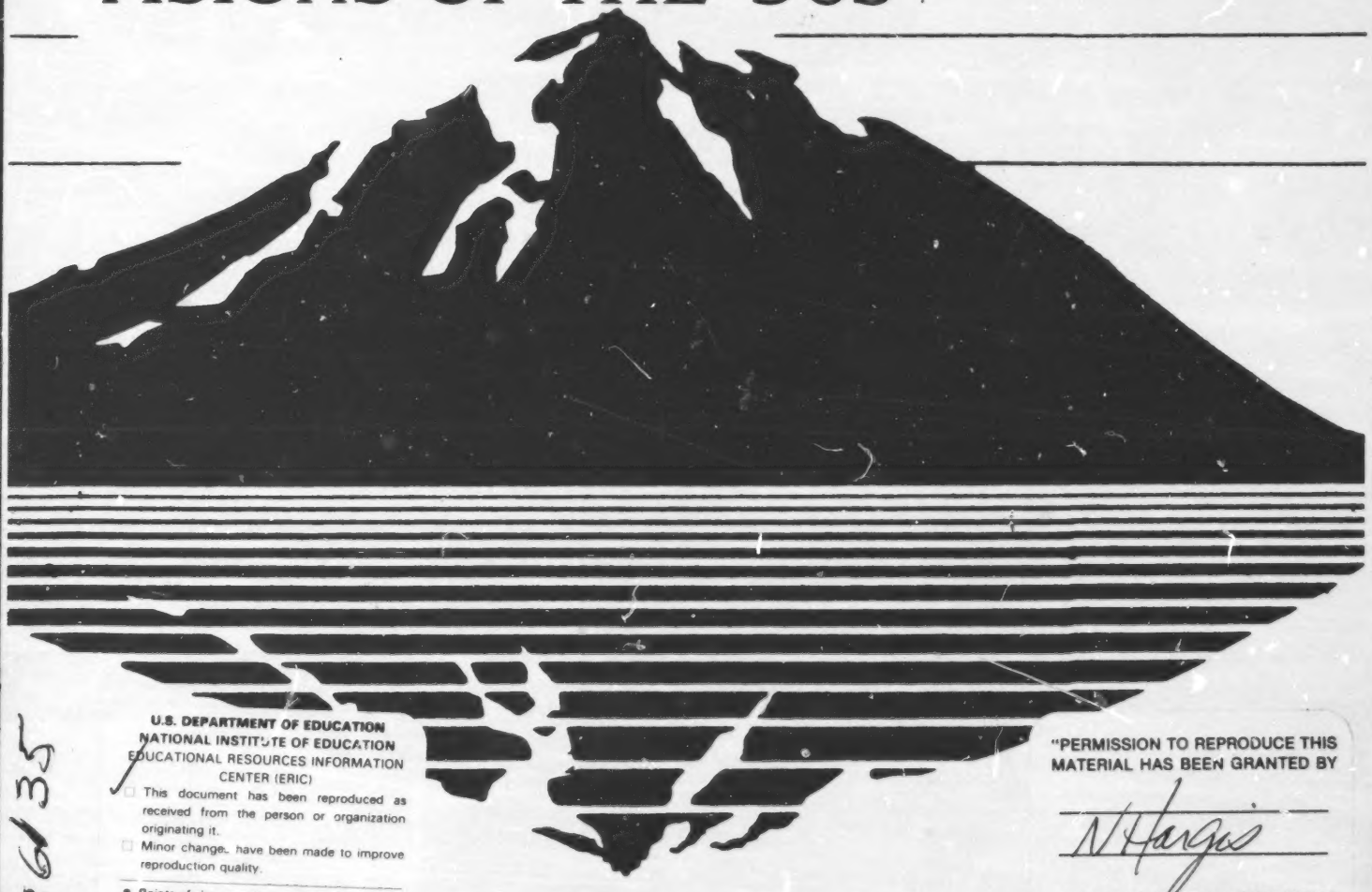
WORKSHOP SUMMARY

CHANGING TIMES
VISIONS OF THE '90s



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GOVERNOR

OREGON OCCUPATIONAL INFORMATION COORDINATING COMMITTEE • (OOICC)

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May 13, 1983

TO: Participants in "Changing Times" Workshops

FROM: Nancy Hargis, Executive Secretary

SUBJECT: "Changing Times" Workshop Final Report

This booklet is a composite of the major presentations and activities included in the three "Changing Times - Visions of the '90s" workshops conducted during January 1983 in Portland, Salem and Eugene. A total of 150 school, community college and social service agency counselors attended the three workshops.

The workshop planning team was extremely pleased with the response from participants to the format and content of the sessions. Pre- and posttest achievement and competency gains were impressive. The largest competency gains were noted on the following items:

1. State produced labor market information resources
2. Military recruiting processes
3. Local labor market information resources
4. Agencies responsible for developing and disseminating labor market information

Nationally this effort, known as "Improved Career Decision Making," was also highly successful. Twenty-one other states conducted similar workshops in 1982. During 1983-84, pilot tests of materials for preservice counselors will be conducted in selected states. Oregon has indicated a strong interest in participating in this field test.

We hope this summary will be a useful resource to you. If we can be of assistance to you in selecting or using labor market information resources, please let me know. Thank you for your participation in the workshop!

Statutory Members
Department of Education • Employment Division • CETA Programs • Vocational Rehabilitation Division

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Pre- and Posttest Answers	Green
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TRENDS AND RESOURCES
A SUMMARY OF SMALL GROUP DISCUSSIONS

1. During the next 15 years, occupational trends will be primarily influenced by the following factors:

POLITICS AND GOVERNMENT POLICIES

-- Monetary policy (interest rates, import/export orientation)
-- Military policy
-- Civil rights
-- Energy policy

ECONOMICS

-- Move from a national to a world marketplace
-- Foreign competition
-- Industrial base shifting from manufacturing to service/information base
-- Corporate organization and planning
-- Growth of cottage industries
-- Increased demand for health services

DEMOGRAPHICS

-- Mobility of population
-- Aging work force
-- Fewer jobs for young people

TECHNOLOGY

-- Communications, worldwide information systems
-- Research and development
-- Dislocation/displacement of workers
-- Growth of information careers
-- Automation, new applications of computers
-- Increase in leisure time, shortened work week

2. The most significant changes in the American work force since the end of World War II have been:

TECHNOLOGICAL

-- Automation, computers, electronics development
-- More technical occupational requirements
-- Shift from manufacturing to information services base

EDUCATIONAL

-- Better educated work force
-- Higher expectations
-- Need for life long learning, retraining, upgrading
-- Mismatch between training, education and occupational requirements

SOCIOLOGICAL AND ECONOMIC

-- Changing social values related to work, family, expectations
-- Two income families
-- Union influence between training, education and occupational requirements

POLITICAL

-- World as opposed to national decisions
-- Affirmative Action, Equal Employment Opportunity

OCCUPATIONAL

-- Change from predominance of blue to white collar workers
-- More frequent career changes
-- Increased entry level requirements of occupations
-- Vertical and horizontal career changes

DEMOGRAPHIC

-- Population growth
-- Older workers
-- Rural to urban shift
-- Mobility
-- Entry of more women and minorities into work force

3. The occupational and educational information students/clients most frequently seek is:

EDUCATIONAL INFORMATION

-- Where to get training?
-- How much training is necessary?
-- What is the best school?
-- How much does it cost?
-- How hard is it? What is the easiest path to follow?
-- Financial aid information

CAREER DECISION MAKING

-- Interest assessment
-- Skill and aptitude assessment
-- Goal clarification
-- How to make career decisions
-- How to build a career, how to advance
-- Job search techniques
-- Military recruitment information

LABOR MARKET INFORMATION

-- Local career opportunities, outlook
-- Long range occupational trends
-- Geographic location of jobs
-- Occupational descriptions
-- Job security
-- Wage/salary
-- Benefits

4. The occupational information most often used by counselors include:

PUBLICATIONS

-- Career Information System
-- Occupational Outlook Handbook
-- Interest Surveys (Interest Check List)
-- Vocational Biographies
-- Newspapers
-- Dictionary of Occupational Titles
-- College catalogues
-- Assessment tools
-- Employment Division publications
-- Guide to Occupational Exploration

COMMUNITY, OTHER

-- Career Days
-- Media
-- Resource people
-- Word of mouth
-- Business community
-- Agency programs

"Opening the Doors"
"Career Myths"
Tom Fauria, Career Information System

Times are changing, and you have all heard the concern about what the future will be via the questions clients and students are asking of you. One of the things we are trying to do today is to give you some tools and resources that will help clarify the future, not to the extent that there's a crystal ball that will foretell what will happen, but at least to be able to identify some valid indicators as to what the future may be, where the trends will be.

One of the ways to do that is to assume a historian's perspective and say let's look at what was true in the past and identify those components that seem no longer to be true. By taking a look at some of the myths that may have been true in the past, we can help people adapt and adjust to the future without being weighed with erroneous beliefs. These myths are brought to you from the perspective of traveling around the state and meeting with counselors and teachers from agencies, school districts, community colleges and four year colleges. In the context of CIS, they talk about their clients' concerns and questions about the environment. Myths come from these individuals as well as displaced workers seeking new careers and gainful employment.

Some of the common career myths are:

1. "A FOUR YEAR COLLEGE DEGREE IS A PASSPORT TO GAINFUL, SUCCESSFUL EMPLOYMENT."

   That was probably true up until roughly 1968 when the baby boom started graduating with BS degrees and the market had more people than the economy could utilize. The point I'd like to make is that just going to college doesn't automatically guarantee you a job. I think people who go to either a two or four year college in this labor market can, with planning achieve some type of employment. If they are going to a four year college and majoring in English, Sociology or History, it's unlikely that they are going to work as an historian or sociologist, but there are many transferable skills offered to them through that training process that do relate to many occupations. It is by that kind of analysis and planning that college can produce or link up with an occupation.

2. "YOU ARE WHAT YOU DO."

   You are a position, you are a plumber. You are a counselor or carpenter for example. Where I get concerned about this

need career planning, because those who are going to college know what they are going to do for the next four years. The myth is that only certain people need career planning. I submit to you that we all can benefit from a systematic exploration process.

7. "EITHER LABOR MARKET INFORMATION OR GUIDANCE IS SUFFICIENT."

I hear some people, when I have my CIS hat on say, "We give them CIS." That's great but what else do you do for them? That is it! Some people may stop with just CIS and not provide the guidance or interpretive process to make sense out of that process. On the other hand, there is another group of people who say, "We provide values and interest clarification." I ask what kind of labor market information they provide. "We don't do that. We don't provide state, local, regional or national information." The concern is that a comprehensive program couples both guidance and information about their environment.

8. "STUDENTS AND CLIENTS KNOW WHAT THE FIELD OF APPEALING ALTERNATIVES CONSISTS OF."

Many people get tunnel vision and aren't aware of the many occupations that are available. I've seen this when I demonstrate the needlesort. Many of you know that the needlesort kit contains no sex bias. In other words, either a male or female will receive the same occupations if they answer the same way. Often times, women will get things like dry wall installer or heavy equipment driver and get really upset that this type of occupation is there. If a woman is to reject one of these occupations, do so on the basis of skill requirements rather than because that is a "man's job." People are not really aware of the total span of the alternatives that are available to them because they may have rejected a whole group of occupations because of sexual stereotyping or because "Uncle Harry says barbers are a bad lot."

9. "STUDENTS OR CLIENTS KNOW WHAT THEIR TRANSFERABLE SKILLS ARE."

There are two components to this. One is the concept of transferable skills. I don't see that many people being aware that they have transferable skills, so the concept is not even acknowledged. That concept of transferable skills is very important. Secondly, very few people know what their transferable skills are. If I asked you to write down your transferable skills right now, how many of you would be able to sit down and provide a comprehensive list? I would bet that if we went to a skills identification activity, you may learn even more.

change in adulthood. In 1979, the College Board produced a study called "40 Million Americans in Transition." One of the primary reasons they were in transition was because their current job did not offer adequate income to meet their financial needs.

14. "SALARIES WILL KEEP UP WITH THE COST OF LIVING."

The United Auto Workers for example, are now negotiating for reduced salaries in order to gain more security. Many of us in education have seen our salaries increase at a rate of 0%, 2% or maybe 5%, which in past years has been dramatically less than the increased cost of living.

These are a few myths that I see as no longer being true. They will affect the plans that students and clients make as they evaluate alternatives in the world of work.

0213j/11-15

"Opening the Doors"
Occupational Trends
Tom Lynch, Asst' Director
Research and Statistics Unit
Employment Division

This article is going to address the economic, social, demographic, and educational problems that Oregon and the nation are going to be confronted with in the 1980's. If one has been reading the newspapers then one should be aware that the State of Oregon and its local areas have established new massive economic and educational program directions to define where the state and local areas want to go in the next decade.

Currently there are four areas which impact significantly on Oregon's future in the 1980's. One is the federal policies and priorities enacted by the Executive and Legislative branches of the Federal Government. The second are the demographic and labor force changes brought on by the aging of America. Thirdly, structural change in the nation's and state's industrial base will create new demands in the labor market. Finally, educational changes will be forced by new technological demands and budgetary constraints on the educational process.

In dealing with federal policy shifts, Oregon was one of those states that benefited quite strongly from the social program and housing policies of the 1960's and 1970's. We benefited quite well because we were the recipient of low fixed interest rates on thirty year home mortgages. These policies had strong positive affects on the state's strong economic performance over the twenty year period from 1960 through 1979. Then in 1979 and 1980 two dramatic changes in federal policy changed the relationship between Oregon's economy and federal priorities. The first was the shift the Federal Reserve Board made in monetary policy from trying to control interest rates to controlling the nation's money supply. The impact of this change on Oregon was quite dramatic. Employment in two of the state's major industries, lumber and construction, reacted with immediate job losses as interest rates fluctuated, violently driving down the national demand for housing. The second important federal policy involved re-emphasizing defense over social program spending. One must realize this is very important to Oregon because the state has very few defense related industries and virtually no major military establishments. So therefore, Oregon must redefine its relationship to these federal policy changes before its economy can move ahead in the 1980's.

- High technology firms will continue to have retarded growth through 1985 and then start to increase more rapidly through the late 1980's.

These few generalizations illustrate that Oregon will be undergoing many changes during this decade. One of the critical points to be recognized is that when the popularity of high technology is put into proper perspective, Oregon will still be economically dependent on our traditional industries. Important changes are happening but not at the speed of light.

0213j/27-29

"Opening the Doors"
Occupational Trends
Ed Bissell, Supervisor, Occupational Programs
Oregon State Employment Division

How many of you long for the good old days of the seventies? I think there might be many people who do, but may not know why. The seventies were characterized by low interest rates, and recessions were more like economic coffee breaks than of any duration. In the seventies we had one major recession. Fiscal policies administered by the federal government encouraged and actually subsidized home ownership. I heard it said by one person that in the housing industry, Americans gorged themselves on housing in the seventies. I think that is probably true. What's good for housing is good for Oregon. When people build homes, we log and cut lumber and ship it out of the state. We provide a great deal of the lumber and plywood used in the nation. Inflation was a double digit number, but as long as you could stay up with inflation, it really did not affect the large masses. The prices kept going up but so did incomes. We lost ground slightly, but it was much easier to tack on a little additional profit because of inflation. Some people actually benefited a great deal because of inflation. If they put their money in the right places, and housing was one of the right places because the property values increased more rapidly than inflation in general, they were able to make significant financial gains. That added a great deal to the demand for housing and put more people to work in the mills. In fact, we had over 81,000 people working in lumber and wood products in 1979 in Oregon. Today we have about 58,000. You may wonder what happened.

The single most important event occurred on October 1, 1979. The Federal Reserve Board changed the techniques of how they wanted to administer their monetary policy. In the past, they had attempted to control the supply of money. It is assumed that inflation is related to the growth in the supply of money. There are a certain amount of goods and services out there. If we have twice as many dollars chasing those goods, then they are going to cost twice as much because people will continue bidding up the price as long as they have money to pay for them. If we can maintain a certain level of money supply and control its growth, we can in theory keep inflation lower. The Federal Reserve Board used to assume that they could keep the money supply lower by changing the price of that money, the interest rates charged. They artificially held interest rates at a certain level. For example, they would increase interest rates if they wanted to decrease the supply of money in circulation. Obviously, if something costs more, people are going to buy less of it. It just didn't work that way because inflation exceeded the price of money, and the actual cost of money was a negative figure.

Lumber and wood products in Oregon over the long haul is on the decline, but I don't think we should assume that it is going to happen tomorrow. We are talking twenty, thirty years. We can't continue to operate at the levels we did in the seventies, but maybe if we have effectively reduced the demand, we won't have to. We are going to continue to have a great dependence on resource based industries. We have to understand that the trends and changes we are talking about are not going to happen overnight. We should continue to try to diversify our industries. We have to be aware of these changes. If you looked at the economy today and ahead to 1990, it will be more like it is now than it will be different.

The largest occupation in Oregon is sales representative, the person who sells you your car and washing machine. There are almost 50,000 people in Oregon who do this. The second largest occupation in Oregon is secretary. Waiters/waitresses are third and general clerks are fourth, cashiers are fifth, sales clerks are sixth, professional nurse is seventh, bookkeepers are eighth, typists are ninth, and elementary teachers are tenth.

I did not hear electronic engineer or electronic assembler, although those are growing rapidly. You have to understand the distinction between something that is growing rapidly and something that is already large. If you combine all the occupations which have over 10,000 people employed in the state, they represent almost 1/4 of all the jobs in the economy. These jobs have been around for ages, and they are going to be around in the future. I think when you are talking to people you have to introduce a little realism. We are not all going to be electrical engineers or electronic technicians or assemblers.

0213j/16-18

"Educational Trends"

Verne Duncan, Superintendent
Public School System

Art Terry mentioned the fact that I head an agency where we have had a lot of layoffs. I wasn't sure what my status might be, but November gave me a four year contract! We've had a lot of layoffs, and it's been a tough situation seeing very talented people out trying to get back into the work force. Many of you are in education, and I say we are all involved in education some way or another. I think it's important to recognize just how much of an impact education in this state has on economic development. I constantly remind people of that, and I use a couple of examples.

The Wacher Company was considering moving either to Portland or Atlanta, and they were having a tough time making the final decision. Neil Goldschmidt was mayor of Portland at that time and called me one day and said, "You know, we might be able to tip the scale on the educational programs available in Oregon and how Oregon can meet their educational needs." We put a package together from the community college and the Portland School District and that was what tipped the scale and brought the Wacher Company to Portland instead of Atlanta. The other day I ran into Angus Duncan who was the administrative assistant to Neil Goldschmidt, and I told him that I had been saying that and he said, "You are right on!" A new group moved in from the Silicon Valley into Salem, and they said the reason they moved here was because Chemeketa Community College could meet their needs. The total educational system in this state does have a very definite impact on economic development, so we are a partner in that whole thing.

Educational trends are really driven by the economic and the occupational trends which Tom Lynch has been discussing with you. In education, development of new technology not only has implications for what we teach, but how we teach and counsel students. We weigh impact when we talk about the educational system. In my annual State of the Schools address last September, I focused heavily on schools in the future because I wanted to set the stage for a major study we are doing at the Department of Education as we try to look at what and how we should try to teach students. You mentioned the Naisbett group and Megatrends. If you are not familiar with these, my best advice to you is to buy the book and have it on your desk because that is the "in" thing and if you don't have it you are not "with it" right now. We had Mike Annison in to speak and made a number of tapes of his speech on Megatrends which is available from the Department of Education. We are using that whole Megatrend concept as our staff within the Department of

out there? I'm saying that the most important task our education system can accomplish is helping students learn to keep on learning. The American market place is changing so rapidly that we cannot with certainty tell a graduating student that he/she has all the skills necessary to succeed. We can provide our students with the ability to analyze what changes are occurring and to adapt his/her skills to those changes. The concept of lifelong learning used to be kind of a nice word. It is no longer a luxury for a few, it is a necessity for all. Right now, to be very honest, I'd say that our educational system is not prepared to meet the task which is before us. We must adapt, or we, too, will be an obsolete industry. That pill is a hard one for some people to swallow. Our delivery system must adapt to the new technological advances that are available, our curriculum must adapt to reflect the world in which our students are going to live and not for just the world they are living in today. I think we can do it. We must do it! For our students and for our own survival.

I want to close with a direct quote from the State of Schools address which sums up the way I feel about education's role in a post industrial America. "America's industrial future, standard of living and world leadership rest with our education system more than ever before. We are in a new era where the critical, strategic resource, and you'll see that term in Megatrends, is intellect, and the key to a prosperous future for individuals in our society is our education system. The responsibility for keeping America great rests with all of us, but the responsibility for taking those first steps rests with those who have been chosen to administer our education system in the best interest of our children's future. We in Oregon have led this nation before and it is only fitting that we lead America into excellence and prosperity in the 21st century. We cannot lead by constantly looking in a rearview mirror. My old history background says we need to take an occasional glance back there, that is very necessary. The truth is that the past is no longer an accurate predictor of the future. To do what must be done takes vision, courage and boldness to cast off the shackles of the past and venture into the unknown, untested waters of the future. Our quest for excellence demands no less."

I guess what I am really saying is I invite you to join me, in meeting the 21st century. We must do it, not with the faltering steps of indecision, but with the bold stride of a people confident that we're going to be masters and not the victims of our future. The education system has a lot of responsibility in the next few years.

0213j/24-26

"Opening the Doors"
Educational Trends
Dick Pizzo
Oregon State System of Higher Education

You hear today about people who just cannot handle the language whether written or the language of reasoning, mathematics. Our whole thrust in information is based on mathematics theory. The high school drop out rate continues to worsen, although in Oregon, our drop out rate has gone down. The drop out rate increased when a lot of students were leaving high school to attend community colleges, bypassing the high school diploma, going immediately into an occupation or actually going out to finish their high school diploma or even to prepare for going to college. It is more important than ever for all students, regardless of what they want to do after high school, to make the most of what they have in high school and to take full courses of study. Do not opt for a shorter day or year.

As further evidence in this slippage of the preparation of people out of our school systems, I'm not only talking about high schools, I'm talking about colleges as well. Corporations have reluctantly entered the education business. Three hundred companies now offer remedial courses in basic math and English for entry level workers. They've hired the people, but they say, "You can't do the job. We're going to have to teach you how, by going back to the basics." In this labor market where so many people are looking for jobs, I can't quite piece that together. Why do those companies retain people instead of firing them and finding people who can do the job? This past weekend, in Michigan, 200 jobs were opened and 20,000 people applied, and all of the applications will be reviewed. How in the world are they going to choose them?

Somebody asked me, "Doesn't it bother you that only 19% if the titles in the DOT require a Bachelor's Degree, and you go out and tell kids to go to college?" I said I didn't know for sure if that were true, especially here in Oregon. I asked CIS what it looked like in our occupations in Oregon, and about 19.7% say you need a Bachelor's Degree. Then I asked the next question, "How many of those jobs are filled by people without a Bachelor's Degree?" They didn't have the data, but we know by experience and observation that the people who are the greatest competitors for the jobs and those who hold them are those that have the additional education.

The Center for Public Resources in New York just released the results of a survey concluding that employees with academic shortcomings cost U. S. businesses millions of dollars each year. They cited that 75% of the businesses in the survey reported problems so severe that they must provide remedial training for their employees. Forty percent said secretaries have problems reading at the required level. We hire work

In Russia, English is fast becoming a second language in their educational system. They are learning English. In this country, we are abominable in learning other people's languages. I would like to see everyone learn three languages.

How many of us, in teaching English, are doing so because it is our language, and can be exciting and interesting albeit intricate? Let's get excited about teaching our own language, not because we have to teach it.

A former employee sent a card from Norway and was talking about some of the things they are observing there in the educational system and attitudes among people. She said the Norwegian edition of Time or Newsweek included this joke:

"What do you call a person who knows three languages? Trilingual. What do you call a person who knows two languages? Bilingual. What if they only know one language? American."

That is a sad commentary. In looking at the college bound students in Oregon, 90% self report the number of years they have had in each of the five academic areas. There is only one state in the nation that has a lower percentage of its students that have two or more years of a foreign language, Georgia. Oregon is next to the bottom of people going to college that have had at least two years of a foreign language.

We are moving from a specialist who is soon obsolete to the generalist who can adapt. In the computer age we are dealing with conceptual space connected by electronics rather than a physical space connected by the motor car. In a way our dependence on the car is one reason I feel we are lagging in this part of the country. Some of us use the freeway, go up and down it like it was next door. Why someone didn't build a monorail right up the center of the freeway, I'll never know. I could have gotten 2-3 hours of reading in every day while commuting.

What do I see for education in the future? Everyone will need to identify the abilities that they have and develop them to the fullest in order to be adaptable. When I wrote this down I remembered that it looked familiar. I have been out visiting secondary schools in counseling for college efforts, but when I first started I was on what was called the commencement circuit because kids would remember me from my visits and recommend me for their commencement speaker. I still have some notes from those old commencement talks and they were prepared to be adaptable. I think we have to realize that is is old, but it is "where it's at."

We've got to make sure that everyone recognizes whatever abilities he or she has and then develops them to the fullest. Some people are going to opt out early in that process. They want a job right now, they feel they have a saleable skill, and

People are gregarious and need to be in touch with each other. This is what has brought us to support the notion of prerequisites as part of the admissions requirements to our state system institutions. We want to provide both quality in preparation and options. I cringe whenever I see someone limit their choices by specializing too soon. We need that broad preparation that will allow people to adapt to the kinds of opportunities they have at every level. We need kids coming out of the elementary schools, mid-highs, and high schools prepared to take advantage of what's there. We need kids leaving the mid-highs prepared to take the advantage of things that are in the high schools, community colleges or four-year colleges. People have to be ready for the next level, not just push off to the next level, and I'm afraid we have done too much with that. I think kids have found it too easy to get through our school system because there is another alternative, "you can do it in high school, you can do it in community college or you can do it later on."

Lifelong learning and leisure living learning will be significant in the future. We will all be working a shorter work week, regardless of what we do. We will have more time to live, try new things, to interact with other people. In this competition for learning opportunity, the best prepared person, each step of the way, will be given the opportunity to progress. Access is a great concern of ours, and we want to build for it, a great responsibility in a state which is to provide educational opportunities for students at all levels commensurate with their abilities, but also their willingness to do the job. In a way, our new course prerequisites speak to that. Demonstrate to us that you have taken these courses, you have been successful in them in high school with at least a "C" level and have an overall GPA that will give you a chance to make optimum use of those opportunities that are in college.

0213j/19-23

EDUCATIONAL TRENDS: VISIONS FOR THE 90s

Speech Presented by Dr. Ethel Simon-McWilliams, Associate Director
Northwest Regional Educational Laboratory
at a Meeting of the
Oregon Occupational Information Coordinating Commission
January 12, 1983

Most of us are familiar with the prolific novelist Charles Dickens. His novels offered a penetrating commentary on the society of his times. One of his works which fascinates me is the Tale of Two Cities--the cities of London and Paris. If you reread one of the paragraphs of the Tale of Two Cities, you will find Dickens describing the period preceding the French Revolution thusly:

"It was the best of times
It was the worst of times;
It was the age of wisdom
It was the age of foolishness;
It was the season of light
It was the season of darkness;
It was the spring of hope
It was the winter of despair;
We had everything before us
We had nothing before us..."

If you skimmed the Oregonian this morning, you probably concluded that this nation, this region, our schools are in a dilemma--most notably economic. But if you read it very carefully, you probably concluded that this nation, this region, our schools have many challenges before them.

In an era of continuing rapid change, it is always useful to anticipate the on-rushing future. While most feel that crystal-balling is dangerous, in the case of education, we can certainly see emerging trends or outlines for the future--or is it for the now?

-- More challenges
-- More responsibility

We are shifting from an "either-or" to a "multiple options" society. One example--the options we have in television viewing. We now have more than 30 channels from which to choose.

We are moving simultaneously toward high tech/high touch activities--teleconferencing, word processing. It has been demonstrated that high technology will not be accepted without a similar movement toward high touch activities or those activities requiring human response. The introduction of home computers is forcing schools to respond to the technological changes in society. We must, however, remain ever mindful of the disparity this can cause in student experiences. For all students will not have the advantage of home computers.

As we are aware, education or learning is always guided by changes in our society. Trends that are emerging, dictate a restructuring of the goals of education, the financing of education, the delivery systems for education, the training of educational personnel, the testing and evaluation of education, and programs and personnel, and a greater involvement of the community/business/industry in our schools.

We must reorder our education priorities to assure that our students will be adequately equipped with salable skills. Such reordering of priorities, of necessity, requires a re-examination of the attainable goals of education. We cannot ignore the presence of our human resources. We must assure that the productivity of our education system is measured in similar terms to the productivity of the marketplace. We must guarantee that we, as educators, provide experiences and learning that achieve competency levels in our students as measurable identifiable products.

I would suggest that if there is an educational approach to bridging the duality which undergirds the stability of our society, it appears to be in a goal-based approach to curriculum development, to teaching, and to evaluating learning at each level of student development. Managers of the educational enterprise must assure that faculty, as professors of knowledge, are able to define the experiences that each learner must go through to determine whether or not the competencies necessary in this Information Society have been acquired.

OCCUPATIONAL INFORMATION RESOURCE

BIBLIOGRAPHY

NATIONAL RESOURCES

Dictionary of Occupational Titles. U.S. Department of Labor, Employment and Training Administration. 1977 most recent edition.

Descriptions of 12,000 primary occupations found in the U.S. Includes major industry designation for each occupation.

Exploring Careers. U.S. Department of Labor, Bureau of Labor Statistics. 1979 most recent edition.

Career resource for junior high school use. Focuses on job activities and job characteristics.

Guide for Occupational Exploration. U.S. Department of Labor, Employment and Training Administration. 1979 most recent edition.

Groups occupations into 12 interest areas to organize career decision-making. Can be used by students without counselor assistance.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics. Annual publication.

Variety of data on important occupations (grouped by cluster) in America. Also includes industrial outlook.

Occupational Outlook Quarterly. U.S. Department of Labor, Bureau of Labor Statistics. Quarterly publication.

Updated occupational information, new techniques and career counseling aids. Can be used by both counselors and students/clients.

Occupations in Demand at Job Service Offices. U.S. Department of Labor, Employment Service. Monthly publication.

Newsprint bulletin shows approximately 100 occupations with large numbers of job openings in Employment Service offices throughout the country.

U.S. Industrial Outlook. U.S. Department of Commerce, Bureau of Industrial Economics. Annual publication.

Descriptive and predictive information on over 200 major U.S. industries.

Circle "T" if you believe the statement to be true, or
"F" if you believe the statement to be false.

1.	More than fifty percent of American women are in the labor market.	(T)	F
2.	There are far more "blue collar" workers than "white collar" workers in today's labor force.	T	(F)
3.	Each state Employment Service publishes occupational employment data by industry SIC code.	(T)	F
4.	Each state Employment Service publishes industrial employment data by DOT code.	T	(F)
5.	"Building Construction" is an occupational cluster.	(T)	F
6.	"People, Data, and Things" refer to the middle three digits of a nine digit DOT code.	(T)	F
7.	The DOT supplement provides information on the training time for a worker to perform the duties of a particular occupation.	(T)	F
8.	"Finance, Insurance, and Real Estate" are "service producing" industries.	(T)	F
9.	Labor markets can vary drastically from each other in terms of what industries and occupations are prevalent	(T)	F
10.	Labor market information describes the dynamics of employment opportunities and also the work force.	(T)	F
11.	The Employment and Training Administration and the Bureau of Labor Statistics are both part of the U.S. Department of Labor.	(T)	F
12.	There is a SOICC in every state.	(T)	F
13.	Occupational projections indicate estimates of future demand for employment.	(T)	F
14.	U.S. Industrial Outlook is a monthly bulletin published by the U.S. Department of Labor.	T	(F)
15.	It is important to check the date of a statistical publication before using it.	(T)	F

Select an entry from Column B which best matches the description in Column A. Record the letter of your selection in the appropriate blank.

	A		B
28. M	A useful reference tool to a tenth grade student, interested in exploring careers in the occupational cluster, "social scientists."	A.	A Bureau of Labor Statistics Wage Survey
		B.	Career Information Delivery System
29. F	The reference tool you are most likely to suggest to junior high school students interested in learning about careers.	C.	Commodity Market
		D.	Dictionary of Occupational Titles
30. G	The publication that you might use to assist a client in focusing upon an appropriate occupational choice, based on personal interest factors such as leading and influencing or liking plants and animals.	E.	Employment and Training Administration
		F.	Exploring Careers
		G.	Guide for Occupational Exploration
31. L	Established by the Vocational Education Amendments of 1976 to improve coordination between federal and state agencies that produce occupational information.	H.	Internal Labor Market
		I.	JOB FLO
		J.	Labor Market Information
32. O	Provides descriptive information for over 200 industries in the U.S.	K.	Labor Market Information Newsletter
		L.	The National Occupational Information Coordinating Committee and State Occupational Information Coordinating Committee
33. A	The National Survey of Professional, Administrative, Technical and Clerical Pay	M.	Occupational Outlook Handbook
		N.	Vocational Preparation and Occupations
		O.	U.S. Industrial Outlook

OREGON ICDM WORKSHOPS
AVERAGE PRE- POSTTEST COMPETENCY
ASSESSMENT GAINS

		Portland	Salem	Eugene	Composite
1.	I could identify similar job functions performed by counselors in all work settings (job service, high school, employment and training programs, and vocational rehabilitation), and some job functions which are unique to some of the settings.	.54	.47	.07	.42
2.	List economic and demographic factors that may impact on career decision making by clients.	.51	.60	.05	.41
3.	Describe the role of labor market information in career decision making.	.57	.71	.32	.57
4.	Identify four occupational issues clients should address in making career decisions.	.47	.50	.17	.41
5.	Define labor market information	.91	.86	.63	.81
6.	Name the major agencies and programs responsible for the development and dissemination of occupational and labor market information.	.88	.98	1.00	.94
7.	List at least five national labor market and occupational information resources and briefly state their uses for counseling clients in career decision making.	1.04	1.16	1.19	.82
8.	List two sources of local labor market information on employment in industry and demonstrate how to use these sources to provide information on current and projected employment in industry.	1.03	1.06	.82	.98

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